

BULLETIN

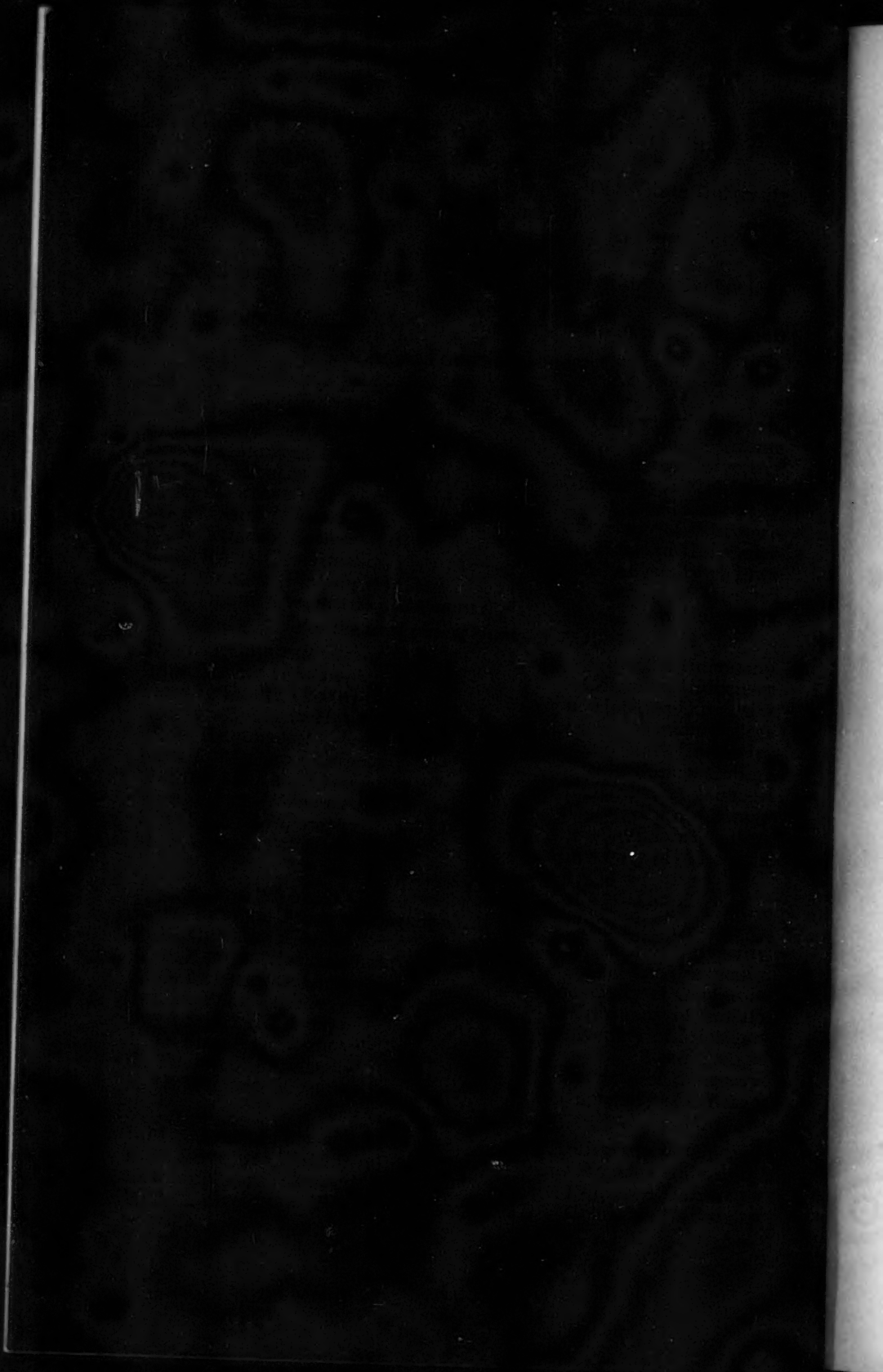
AIR AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

The American Association of University Professors is a national organization of college and university professors in the United States. It was organized in 1914 to promote the interests of the academic profession and to maintain the standards of the university. The Association is composed of members from all parts of the country and is the largest and most influential of the professional associations of university professors in the United States.

For a complete description of the Association, see the following:

1. *Report of the American Association of University Professors, 1914-1915.*

2. *Report of the American Association of University Professors, 1915-1916.*



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GENERAL ANNOUNCEMENTS

ASSOCIATION OF AMERICAN COLLEGES.—The ninth annual meeting was held at Chicago, January 11, 12 and 13. Commissions appointed or continued include one on Academic Freedom under the chairmanship of Dean Otis E. Randall, Brown University; one on Faculty and Student Scholarship, under the chairmanship of Dean F. W. Nicolson, Wesleyan; one on Sabbatical Leave under the chairmanship of President H. N. MacCracken, Vassar. The Association at present includes 251 colleges.

CARNEGIE FOUNDATION.—The seventeenth annual report of the President and Treasurer contains the usual statistical information, showing 642 allowances now in force—an increase of 33 during the year, aggregating slightly over \$1,000,000. The number of allowances for persons connected with institutions not on the associated list is 100, with allowances aggregating \$113,000. The total cost of retiring allowances and pensions to date is nearly \$10,000,000. Institutions which have received more than \$500,000 are Columbia, \$592,636; Harvard, \$787,897; and Yale, \$677,518.

Of the 642 allowances now in force, 320 are in the North Atlantic Division; 46 in the South Atlantic Division; 30 in the South Central Division; 165 in the North Central Division; 44 in the Western Division; 36 in the Dominion of Canada and 1 in Newfoundland.

President Aydelotte (Swarthmore) has succeeded President Hadley as a trustee, and Chancellor Kirkland (Vanderbilt) has become chairman.

Three institutions have been added to the accepted list—the California Institute of Technology, Goucher College and the University of Alabama. Centre College has withdrawn in consequence of an amendment of its charter, associating it with the Presbyterian Church.

The Executive Committee has directed that a study be made of the number of teachers of engineering whose outside earnings were such as to make it appear that they were primarily practitioners who did some teaching rather than primarily teachers who engaged in a certain amount of practice incidentally.

The Committee has made a modest appropriation to aid the Association of Colleges and Secondary Schools in the Southern States in its study of intercollegiate athletics.

Teachers' Insurance and Annuity Association

During the past year the growth of the Teachers' Insurance and Annuity Association has reached a point where the company "finds itself in a position of great security and rendering a most useful service."

The Association has a total of 2079 policy holders of whom 1169 hold annuity contracts and 1119 life insurance policies. These contracts are distributed in 355 institutions. Of these, 77 universities and colleges have arranged to coöperate with their teachers in the payment of premiums upon annuity contracts.

The aggregate of the 1519 insurance policies, October, 1922, is slightly under \$8,000,000; that of the 1175 annuity contracts slightly under \$1,500,000 annual annuity.

"In establishing the Teachers' Insurance and Annuity Association the Carnegie Corporation had in mind an actual participation of policy-holders in cooperation with representatives of finance, business and actuarial science. This has now been inaugurated. Professor Samuel McCune Lindsay of Columbia University, who received the largest number of policy-holder votes, having been elected a trustee of the Association for a term of four years. . . .

"At the beginning of its work a policy of sound conservatism caused the Association to limit its assumption of insurance upon a single life to \$10,000. In December, 1919, this maximum was increased to \$15,000. In November, 1921, the trustees felt justified in increasing this maximum to \$20,000 when not more than \$10,000 involved term insurance. Policy-holders will appreciate the fact that this company has been conducted from its inception upon a most conservative basis. Commercial life insurance companies are under constant pressure to offer new and oftentimes doubtful benefits. Double indemnity and certain forms of disability and health insurance are examples of benefits which conservative life insurance companies would prefer not to offer, but upon which they embark as a matter of competitive salesmanship. Many of these efforts mean in the future undue expense to the company and disappointment to the policy-holder."

The recent action of the University of Chicago and that of Princeton in adopting the plan of the Teachers' Insurance and Annuity Association are discussed (see BULLETIN, November, 1922), the latter with disapprobation.

"The trustees of Princeton have, by this action, offered to their teachers two plans of retirement based upon diametrically opposite theories. The situation is somewhat as it was in the earlier medical schools in China. The candidate took scientific medicine or he took Chinese medicine, as he might elect."

The underlying principles of any satisfactory and permanent system of old-age annuities are enumerated as follows:

"1. The only financial provision upon which the annuitant can depend is that of a reserve accumulated year by year.

"2. The teacher cannot afford to rely upon any arrangement except that of a personal contract. This contract should be valid, whether he serve in one institution or another, and, if he leaves teaching altogether, should still be available to him under reasonable conditions.

"3. The judgment of experience is that the premium on the old age annuity contract is an obligation both upon the teacher and his employer—the university—and should be borne jointly. In time this payment will constitute a part of the teacher's compensation, but it is equally to the advantage of the university and of the teacher that it be invested in an old age annuity contract.

"4. No form of old age annuity or pension whose amount depends upon the salary of the last year of service, or even of the last five years of service, ought to enter into the reckoning of a pension. There is no way by which salaries of twenty or thirty years hence can be known. The only sound way by which a retiring allowance may be related to the salary is by the payment of an agreed percentage of the salary itself over the whole period of service.

"5. While the old age annuity is a matter for which both the college and the teacher have responsibility, life insurance is an obligation of the teacher to his dependents. It is a personal obligation. The best that can be done for him is to afford him the opportunity to purchase on the lowest secure basis the form of insurance policy suited to his needs. Any other arrangement is likely to leave the

teacher, when well advanced in his service, without the protection of any insurance whatever."

An interesting account is given of the extraordinary rise in college salaries, showing for examples that the 38 officers and teachers retired during 1921-22, received salaries averaging \$4712, in comparison with an average of \$3450 for the same persons in 1917-18. The average minimum salary for single institution or groups of institutions in 1917-21 is also given. The percentage of increase, including about 15% due to increase in age of the group of teachers in question, ranges from 43 to 85 at Williams, 86 at Dalhousie, Dartmouth and Wisconsin, 87 at Wesleyan, 89 at Johns Hopkins, Princeton and several others, 90 at a smaller group, and 98—the maximum—at a group including Swarthmore, Tulane, Vassar and others.

Details are given in regard to the action taken at fifteen institutions which have adopted the plan of the Teachers' Insurance and Annuity Association during the year.

The Readjusted Retiring Allowances

The following rules were adopted in November, 1922:

"I. In granting a retiring allowance, the active pay upon which the allowance is based shall be the average salary for the last ten years of active service.

"II. For an active pay of \$1600 and under, the retiring allowance shall equal one-half active pay plus \$400. For an active pay of \$1600 to \$3600, the retiring allowance shall equal one-half active pay plus a diminishing fraction of \$400 which disappears at the upper limit.

"III. For an active pay of \$3600 and over, the retiring allowance shall equal one-half the active pay.

"IV. The maximum retiring allowance shall equal \$3600 at age seventy, equivalent to \$2400 at age sixty-five.

"V. Unmarried teachers, whether men or women, shall receive the same retiring allowances as heads of families.

"VI. These changes apply to the rules issued April 22, 1918, and shall take effect July 1, 1923, but they shall not apply to any teacher who shall have reached the age of sixty-five on or before June 30, 1923, and who therefore would have been privileged to retire under the present rules."

The Rising Cost of Education

The Division of Education Inquiry includes a discussion of the progress of legal education and of the cost of present day education, from which the following summary may be quoted:

"The preceding pages have sought to call the attention of those responsible for education to a situation which in a few years will become critical if there shall not be adequate effort to deal with it. "It is perfectly clear that if the demands of the schools continue to increase at the present rate, or, as seems more probable, at an increased rate, the financial inability of society to pay the cost will in a measurable time bring about radical curtailments. In no distant day we shall see, under these conditions, free public education endangered. Under the enormous load of taxation that society carries today, communities will rise against the burdensome cost of public school education. Already tax-supported institutions of higher education are beginning to agitate this question, and in some cases tuition fees are being charged in tax-supported universities. The question of support of higher education rests on a different basis from that of elementary education. It may well be that the state may decide in the public interest that it will require a reasonable tuition fee for university and professional education, but it will be a serious blow to our whole program of democratic government if the free public school shall be endangered. That it will be endangered within a comparatively short time is evident, unless the cost of public education shall be brought within a limit of expense which the public can bear, and unless that education shall fulfil the primary object for which the school exists.

"This increase in cost is due in part to justifiable and necessary causes—the increase in numbers, the betterment of facilities, the improvement of teachers' salaries. A very large part of this rise however is due to the change in the primary conception as to what the school is for and to the fact that it is no longer conceived as primarily an intellectual agency, but rather as an agency through which the child shall learn something of every form of knowledge in existence, and in which he is not only to absorb such a knowledge, but is to acquire the preparation for a trade or a profession. There has been, in the last three decades, a notable weakening in the discipline of the home. More and more the moral training of the child has been trans-

ferred from the father and mother to the slender shoulders of the woman teacher. There is no finer picture in American life than the work which many of these teachers are doing, but they have been set a task beyond the ability and the strength of the wisest and the ablest men and women. They have been asked to take over the entire moral, intellectual, and esthetic training of the child. In the endeavor to do this and by means of various influences which have been alluded to, education in the elementary school, instead of meaning a thorough grounding in fundamentals, means a smattering of many things, some of them important, some of them pleasant, and many of them mediocre and trivial. Intellectual discipline has been notably weakened, and the school system has come to be looked upon as the door by which every boy and girl is to enter into some kind of calling that may afford the means of making a living. The conception that the public school is an agency in which any child may be taught any subject is fundamentally unsound and leads to expense beyond any man's ability to estimate.

"As a result, the schools are overcrowded with ill-prepared pupils who think they are going to obtain something which the school cannot give them, and whose happiness and usefulness should be found through other means. Both financial necessity and educational sincerity require that those who are responsible for public school education shall return to a feasible and educationally sound conception of the school, that they shall frankly admit what it can do and what it ought not to attempt, and that they bend their efforts to carry out those things that are feasible and necessary. Financial solvency and educational sincerity are to be found along the same path."

REGISTRATION IN AMERICAN UNIVERSITIES AND COLLEGES.—*School and Society* for February 24 contains statistics for institutions in the Carnegie Foundation list, with departmental classification for thirty institutions. The order of the five largest enrollments of non-professional graduate students is Columbia, 1614; Pennsylvania, 1125; Chicago, 950; California, 869; Illinois, 548.

FEDERAL DEPARTMENT OF EDUCATION.—The United States Chamber of Commerce has announced that its member organizations

voted almost three to one against a federal department of education. A majority voted against two other propositions suggesting extension of the federal government's interest in education. As the chamber can be committed only by a two-thirds vote, no decision was reached on the second proposition. The proposals and the votes follow: (1) Do you favor the creation of a federal department of education with a secretary in the president's cabinet? For, $447\frac{1}{2}$; against, $1291\frac{1}{2}$. (2) Do you favor enlarging the present federal Bureau of Education? For, 590; against, 1069. (3) Do you favor the principle of federal aid to education in the states on the basis of the states appropriating sums equal to those given by the federal government? For, $576\frac{1}{2}$; against, $1173\frac{1}{2}$. The three proposals were submitted to a referendum of business organizations after the chamber's committee on education had submitted majority and minority reports. The committee majority opposed a new department of education and federal aid, but favored enlarging the present bureau. The minority advocated a new department, together with federal aid, as proposed in the Towner-Sterling bill. An abstract of the majority report was given in the March BULLETIN.

THE INSTITUTE OF INTERNATIONAL EDUCATION.—“The Institute cooperated actively last year with foreign universities in informing American teachers and students of the opportunities for study in special subjects at those universities. Largely because of the representations of the Institute, the University of Rome established courses primarily intended for teachers and students of Italian in American colleges and universities. Italian language, literature, history and archaeology received special attention. The Italian educational authorities created twelve scholarships for Americans and requested the Institute to award them to properly prepared applicants. The University of Mexico established its first summer session last year and invited Professor Federico de Onis of Columbia University, one of the most active members of the Spanish Bureau of the Institute, to organize it. These courses were intended primarily for American teachers and students of the Spanish language and literature, though courses on Mexican history and archaeology were also given. The popularity of this movement is attested by the fact that more than 400 Americans attended them, chiefly teach-

ers. Professor Joaquin Ortega, another active member of the Institute, accompanied a group of teachers and students to Madrid where 119 Americans attended the summer session of the University of Madrid. The University of Geneva wisely determined to take advantage of the existence of the Secretariat of the League of Nations in close proximity to the University to establish courses in international relations and also in the French language and literature. M. Guillaume Fatio, representing the University, requested the Institute to enable him to visit American colleges and universities to inform their students about the unusual advantages to be obtained in following these courses at Geneva. M. Fatio had a most successful tour and the American contingent at Geneva's first summer session was one of the largest. The Institute has, as in past years, done everything possible to spread information concerning the admirable summer courses given at the French provincial universities, as well as at the University of Paris, which are now annually attended by large numbers of American teachers and students. It is amazing the extent to which foreign universities have, since the Armistice, profited by the long experience of American universities in maintaining summer sessions. More than a thousand American teachers and students took summer courses in foreign universities last year and there can be hardly any question that the number will steadily increase. . . .

"This year the Institute will also cooperate with the French educational authorities in tours organized upon a new basis. These tours provide that the participants take courses at the summer schools of French universities, using week ends for becoming acquainted with places and objects of interest in the neighborhood. A final course of two weeks' duration on international affairs will be given at the Sorbonne by professors in the University of Paris.

"The condition of students and professors in the universities of Eastern and Central Europe continued last year to be very grievous and the Institute received many requests for assistance. It again cooperated, therefore, with the Students' Friendship Fund in appealing to the students and teachers of our own institutions of higher education for financial assistance and a sum of \$161,000 was secured. Appeals come, however, for other than personal reasons. The universities of Central and Eastern Europe are too poor to buy the important books and magazines published in the United States. The Institute arranged with the International Exchange Service of the

Smithsonian Institution to ship books and magazines free of charge to foreign countries if individuals and institutions would send them prepaid to its office in Washington and have them plainly addressed to their intended destination in Europe. Moreover, through the generous cooperation of the *Library Journal*, space was given in it to print the list of books most sorely needed by foreign universities. A letter received from one institution rejoices in the receipt of 300 volumes through the Smithsonian Institution, besides 100 sent directly by various institutions and individuals. However, the need for new books and current scholarly magazines is very great and the Institute will be glad to give anyone desirous of sending them the names of institutions anxious to receive them. It will also be glad to forward financial assistance to professors and students for whose needs its representatives abroad are ready to vouch. . . .

"The Institute continued last year to make grants for traveling expenses to professors on leave of absence who had been invited by foreign universities to deliver lectures. . . . The Director expressed in his last Annual Report his high estimate of the good accomplished in the development of international good-will resulting from the exchange of representative scholars between the United States and other countries. He would urge American professors to inform the Institute as many months as possible in advance of their prospective visits, because this information will greatly help in facilitating arrangements for invitations to speak at conferences and for hospitable intercourse with their colleagues in other countries.

Publications.—The Director explained in his last Annual Report the reasons for the enthusiastic reception given to the Institute's publication, 'A Guide Book for Foreign Students in the United States,' which had appeared the year before. This was followed last year by the 'Bibliography of the United States for Foreign Students.' This is an annotated bibliography on the United States from which the foreign student can select the best books to read in preparation for his advent to our country. It is not an exhaustive bibliography, but is made up of those books best calculated to give the foreigner an accurate view of the history, government, literature, geography, population and social conditions of our country. As some of the best authorities in the United States collaborated in its production, it has not been surprising that the comments made upon its appearance have been most favorable.

"Last spring the Institute published a pamphlet entitled 'Notes and News on International Educational Affairs.' It contained much information concerning international conferences which were to be held in other countries during the following summer and concerning the summer sessions of foreign universities. A list of scholarships and fellowships awarded by various institutions, foundations, and associations to American students for study abroad and to foreign students for study here was also inserted, together with tables showing the number of foreign students studying at colleges and universities in the United States and the courses which they were pursuing."

Fourth Annual Report of the Director.

AN INTERNATIONAL INSTITUTE OF TEACHERS' COLLEGE, COLUMBIA UNIVERSITY, has been founded by a gift of \$1,000,000, to be paid in ten annual installments, by the International Education Board, recently established by Mr. John D. Rockefeller, Jr. The Institute is for the support and development of the work of Teachers' College with students of education from foreign countries and for the study of educational problems in the countries from which they come. Professor Paul Monroe has been appointed Director.

RECENT EDUCATIONAL DISCUSSION

THE EDUCATIONAL CRISIS.—"This country faces a crisis in education that is as acute as that discernible in any other phase of our national life. There never was a time of greater need of informed leadership. The needs in respect to the assimilation of the foreign born and foreign-language speaking, the removal of adult illiteracy, the adjustment of gross inequalities of opportunity for education, and the positive inculcation of proper ideals concerning our form of Government and of respect for constituted authority are becoming more and more evident. The future of our experiment in democracy will be determined largely by what we do or fail to do in the matter of public education. Some even affirm that the success of our cherished institutions hangs in the balance, while we debate whether the percentage of illiteracy and ignorance among our people is 23.5 or 25.

"Substantial increase in the support of the Bureau of Education would still be but a conservative investment in the light of the service to the whole people thus made possible.

"The Federal Government has expended large sums upon the investigation and remedying of diseases of plants and animals, analyzing the soil, and many other things which have greatly promoted the material welfare of the Nation. Certainly it would be wise to expend something more than the infinitesimal sum the Federal Government now appropriates for the mental and physical welfare of the boys and girls of the Republic.

"The limitation of armaments, made possible by international agreements at the Washington conference, should relieve the Federal Government of expenditures which have been either negative or destructive and enable it to promote constructively, in a larger measure, the public welfare.

"If burdens of debt already incurred prevent immediate increases in expenditures for education and other welfare interests of our people, would it not be wise and timely to consider at this time a more effective plan of organization of education and welfare in the Federal Government?"

Commissioner J. J. TIGERT, U. S. Bureau of Education.

LAW AND LAWLESSNESS.—“The report of the American Bar Association’s committee on law enforcement mentioned the year 1890 as significant in the history of the development of lawlessness in this country. That happens to be about the time when the standards and methods of general education which had existed in the United States for more than a half-century began to give way before those that have since become increasingly influential not only in our schools and colleges but in our homes. For various reasons, which need not be gone into here, there then began to be an increasingly sympathetic response to the doctrine which had for some time been preached, that no youth should be asked to follow any course of study that he did not like and that was not of his own choosing. His tastes and early capacities, or perhaps his whims, were to take the place of human experience and the general interest in determining how he should spend his time while in the process of formal education. A quick effect, and indeed an almost unconscious effect, of the practice of such a doctrine is to displace discipline and to arouse in the mind of youth contempt and disregard for what may be the opinion of others concerning their value and importance. In this way the individual learns to separate his own tastes, his own interests, his own occupations, from those of the community of which he is a part, and only to prefer and to follow his own. That subtle and many-sided influences would in this way be set in motion to make for lawlessness seems obvious.

“Until about 1890 the ruling notion in American education was that there existed such a thing as general discipline, general knowledge, and general capacity, all of which should be developed and made the most of by cooperation between the home and the school. As a result of a few hopelessly superficial and irrelevant experiments, it was one day announced from various psychological laboratories that there was no such thing as general discipline and general capacity, but that all disciplines were particular and that all capacities were specific. The arrant nonsense of this and the flat contradiction given to it by human observation and human experience went for nothing, and this new notion rapidly spread among the homes and schools of the United States, both to the undoing of the effectiveness of our American education and to the spread of a spirit which makes for lawlessness. It would surprise a great many excellent persons to be told that the schools upon whose maintenance they are pouring out almost unlim-

ited sums raised by public tax were, quite unconsciously, doing all that they reasonably could to implant a spirit of lawlessness in those who come under their influence. And yet that is the sober truth. If a youth be taught at home or in school that there are no fundamental underlying principles, but that the world is his oyster, to be consumed at such time and in such fashion as he may see fit, or that it is to be made over to his heart's desire, one need not wonder when a spirit of lawlessness and restlessness under order and constraint find expression in his life. The platitude-makers tell us sometimes that education is preparation for life, and sometimes that education is life; take either horn of the dilemma, and the sort of education to which we are now subjecting our youth is too often a training in the spirit of lawlessness. No person can be called educated who will not do effectively something that he does not wish to do at the time when it ought to be done."

PRESIDENT NICHOLAS MURRAY BUTLER, before the
Ohio State Bar Association.

SPARKS FROM BRYAN'S ANVIL.—"William Jennings Bryan spoke to ministers and Christian workers in Chicago a few days back on the familiar subject of evolution. A reporter for *The Ministers' Monthly* jotted down the following outstanding remarks:

"During the last two years the defenders of the theory of evolution never made an honest statement. Error must hide behind misrepresentations. Ministers today hide behind words and talk in such a way that the audience can't understand them.

"In politics I never raised a new issue; always defended the old. I do the same thing in my religious campaigns. What I defend has been the doctrine of the Christian church for hundreds of years. Not I, but the evolutionists bring discord.

"What led me to defend the Bible and fight evolution was the war. I studied Nietzsche and found that his 'will to power' sprang from Darwinian theories. The German got it from the Englishman.

"Darwinism leads to industrial disputes and is the main cause of the turmoil that we witness round about us.

"The president of the University of Michigan, at Ann Arbor, said to his students after I had lectured in that town on evolution: 'When science goes contrary to religion, religion must make way.'

"No man in this country, be he a professor or a university president, has the right to teach evolution or to create disrespect for the Bible and be paid by Christian taxpayers.

"You will remember that they have tried to bar me from the recent Kansas City Sunday School Conference; also, that I was allowed to speak after much wrangling. I have found out later that immediately before my address at that conference was delivered an illustrated lecture was given to the same audience teaching and defending evolution.

It has been claimed that the Kentucky bill against the teaching of evolution in the public schools was voted down because the president and professors of the state university argued against it. The truth is that the bill lost out by but one single vote, and that the bill would have been carried gloriously if those same professors, at the eleventh hour, had not presented a *statement, black on white*, to the effect that *they did not teach evolution*. Yet *those professors were lying*. Newspaper men accused me and others of trying to lead Kentucky back to the dark ages!

"The origin of species has never yet been found. They never yet found one living thing that ever crossed the boundary line of the species. Yet men put that theory above the Bible and they tell us that Christian taxpayers must be mum about it!

"The evolutionists want you to pay them for taking religion away from your children!

"The evolutionists want rights the Christians do not have. Catholics build Catholic colleges; Methodists Methodist colleges; etc. If Christians must build Christian colleges to teach Christianity then the Atheists must build Atheist colleges to teach Atheism! You never heard of an Atheistic college.

"Teachers of Atheism would never stoop to take as much as one penny from the pockets of their pupils. Yet they go unpunished for taking away from them that which is priceless!"

The Ministers' Monthly, (February, 1923).

PRESIDENT McVEY'S REPLY TO MR. BRYAN.

University of Kentucky, Lexington, Ky., March 5, 1923.

Mr. W. J. Bryan,

Miami, Florida.

My dear Mr. Bryan:

From several sources I am told that you have been making the fol-

lowing statement to audiences about the evolution matter in Kentucky.

"The truth is that the bill lost out by but one single vote, and that the bill would have carried gloriously if those same professors, at the eleventh hour, had not presented a statement, black on white, to the effect that they would not teach evolution. Yet those professors were lying."

Evidently you have been misinformed, because the statement to the effect that "a statement, black on white, made by professors of the University of Kentucky that they would not teach evolution" was never made either by individuals or by groups. May I say as positively as I can make it that such statement was not made by any individual connected with the University or by anybody else for the University. I did say to the members of the House that the University of Kentucky did teach evolution but it did not teach Darwinism, or that man came from monkeys. I have no doubt that you are sincere in the things that you are saying about this situation but if you have been informed in accordance with the above you have been given an impression which is not true. When you speak of professors lying you forget that these men are honest men endeavoring to do their duty.

The truth of the matter regarding the legislation is this; that a bill was lost in the House by one vote and a very different bill in the Senate by two votes. Neither one of these bills could have been passed in the remaining six days of the Legislature.

I am making this statement so that you may know what the actual situation is. I take it that we are all interested in the development of religion and religious viewpoints. The University of Kentucky is endeavoring to do everything it can to advance the religious life of its students and to keep them interested in religion as a great important factor in every day living.

I regret that it is necessary to write to you about this matter but I take it that you, as an honest man, are willing to make a correction and are not willingly seeking to injure anybody by misstatements.

Very truly yours,

FRANK L. McVEY,
President.

LOCAL AND CHAPTER NOTES

BOSTON UNIVERSITY.—Suggestive extracts from the records of an active chapter:

Members and guests of the chapter dined at the University Club, February 23, 1923. Professor Rowe reported for the Committee on Athletics in Boston University. A general discussion followed.

VOTED: to continue the committee on athletics; that members as individuals express to the members of the Athletic Council their interest and support; and to request a further report from the committee at the April meeting.

The nominations of Professors Strong and Loomis, and of Mr. Easterling were approved.

Action was taken on the matters mentioned in President Denney's letter of January 27 as follows:

Subsidies. VOTED: that subsidies are regarded as unnecessary for this group.

Carnegie Pensions. VOTED: that a committee be appointed by the chair to investigate the question of Carnegie Pensions.

The present local situation is regularly reported to the Secretary by sending him a copy of the minutes of each meeting.

The chapter is making constant efforts to increase its membership, which is already more than doubled.

The following topics suggested by the Boston Group were then taken up:

Limitation of numbers in the University.—It was brought out in the discussion that the limitations of equipment and space should be given more consideration than hitherto.

Plans for reading the Bible, Shakespeare, Ancient and Modern authors. Professor Geddes laid before the chapter data regarding the plan at Harvard. VOTED: that in the judgment of this chapter such a requirement should be applied to all students, irrespective of any particular major subject.

Initiatory courses for Freshmen.—Professor Newell noted that two types of courses had been recommended in the report printed in the October BULLETIN: a course on thinking, and one on the world and man. VOTED: that this topic be further discussed at the April

meeting, and that members be requested to read the October BULLETIN before the discussion.

Interest in scholarship. VOTED: that the chair be requested to appoint a committee of three to inquire in what ways interest in scholarship may be fostered in the various departments.

VOTED: that the subject of inter-faculty lectures be a topic for discussion at the next meeting.

Mental tests. VOTED: that Professor Chamberlin be invited to discuss mental tests at the next meeting.

Physical tests. VOTED: that a committee of three be appointed by the chair to inquire into what may be done for the physical welfare of our students.

The secretary reported that Deans Davis, Lord and Warren had replied to inquiries regarding the attitude of the University toward paying the expenses of professors in attendance at meetings of learned societies. The substance of their replies was that while the University Council had not voted on the matter, it was understood that "in the case of attendance upon organizations of which the University was officially a member, the full expenses should be paid by the University; regarding attendance upon organizations of which the University was not a member, but which were clearly of advantage to the institution, that the University might upon prior approval of the Dean of the Department pay half travel expenses," (quoted from Dean Lord's letter). The chair voiced the appreciation of the chapter that the University has adopted this policy.

VOTED: that an assessment of \$1.00 be imposed on each member to defray the cost of the secretary's book and other necessary expenses.

MINNESOTA.—A Bill (S. F. 287) providing for procedure in the matter of discharging, dismissing or suspending professors, assistant professors, teachers, and instructors employed at the University:

Sec. 1. Professors, assistant professors, teachers, or instructors at the University of Minnesota may be discharged, dismissed, or suspended from service by the Board of Regents, but only in the manner hereinafter provided.

Sec. 2. No such professor, assistant professor, teacher, or instructor, shall be discharged, dismissed, or suspended from service

by the Board of Regents, or any one connected with the University unless charges in writing are preferred against him and filed with the Secretary of the Board of Regents.

Sec. 3. Whenever charges are so filed, said secretary shall immediately fix a time and place for a hearing thereon and shall serve upon the accused notice thereof and attach to such notice a copy of the charges. Such hearing shall be noticed for a day not less than ten, or more than twenty days following the filing of the charges.

Sec. 4. The hearing shall be conducted by and before a committee of five members chosen by lot from the professors and assistant professors of the college or school in which the case occurs. The President of the University and the Registrar shall make up the list of eligibles from which they shall proceed to select this trial committee by lot. Such trial committee shall meet at appointed time and place and conduct such a hearing. The person or persons preferring the charges shall appear at the hearing and offer evidence in support of the charges. Such evidence shall be offered and received in the presence of the accused and immediately following the submission thereof he shall be given an opportunity to refute such charges by the production of evidence bearing upon the case. He may be represented by counsel if he so desires. The committee shall have power to subpoena witnesses and require them to testify under oath and to compel the production of books, papers and other records bearing upon the case.

Sec. 5. The committee shall make written report of its findings and recommendations in each case, and shall file copies thereof with the secretary of the Board of Regents and the President of the University, and with the person accused.

Sec. 6. This act shall take effect and be in force from and after its passage.

"The Minnesota Legislature will have to decide whether the question of academic freedom is to continue merely academic. The House Committee on Universities and Schools has unanimously recommended for passage a bill which relieves the Board of Regents of the State University of its present arbitrary power to discharge

members of the faculty. Instead, the bill requires that the trial of a member of the faculty shall be conducted by the faculty itself. The Old Guard is attacking the bill on the ground that it makes the action of the faculty binding on the Board of Regents and wholly deprives the Board of any power in the matter. On the other hand, the introducer of the bill claims that its purpose is to give every professor 'a reasonable chance to defend himself against the Board of Regents should he be discharged without any stated reason.' He introduced it in order to do away with the oppressive interference with faculty independence which, under the leadership of present Justice Pierce Butler, the Regents have recently exercised. The faculty itself resented this interference. Shortly after the arbitrary discharge of Dr. Schaper in 1917 without a semblance of legal process, its members passed a resolution demanding a hearing before a faculty committee, prior to any action by the Board of Regents to discipline an instructor. For five years the immediate masters of the University, the Regents, ignored the academic process. Now the masters of the Regents have taken a hand in the controversy. Whether the Farmer-Labor group is strong enough to carry this measure is doubtful. The opposition is telling the people 'that professors who are gentlemen and scholars seldom have to trouble their heads about academic freedom.' But the faculty troubled its collective head at least five years ago. The voters are troubling their heads about it now. A number of Legislators are troubling their heads about it. Eventually more heads may be troubled in other states."

The New Republic.

YALE; THE FRESHMAN YEAR.—*Students' Counselors.*—"This year a curious interpretative twist of the purpose of the system, as it lies in the minds of certain students and parents, has been betrayed by their unintentional attitudes and remarks. Such are inclined to feel that the counselors' job is to force the lazy to work, to control the irresponsible and unruly and, if difficulties arise, to act before the Dean or in Faculty as pleaders. Of course none of these things are in order. The primary job of the counselors is to be at the disposal of youths ready for college life, for counsel and that sort of assistance which the mature can properly render to the immature in their work and their problems of personal development. As a matter

of fact the counselors do much more than this, since through native temperament or faulty preparation, in home or preparatory school, many boys are unfitted for the degree of responsibility and self-reliance that college life presupposes. But to nurse these youths is not primarily a counselor function, and surely cannot be demanded as a right, or its lack be urged as a reason for mitigating normal penalty. One parent, for instance, whose son was dropped for low stand and utter irresponsibility, stated that we had shown ourselves incapable of controlling his son and of seeing to it that he succeeded in his work. The obvious reply (unuttered) was that if parent and school could not in twenty years of effort bring the boy to the proper pitch of responsible endeavor, it could hardly be achieved by us, with eight hundred and sixty-five others to look after, in a few months. Happily, however, such extreme interpretations of our function are relatively rare. . . .

Standards in Scholarship.—"This year the Freshman Faculty gave to this problem long and careful attention and came to the conclusion that, except when failures are due to prolonged illness, students should repeat, the following year, the courses in which they failed, or take permitted substitutes. This ruling abolishes the possibility of retrieving failure by summer study and reexaminations in the fall. Such denial seems hard on some serious men who would really work profitably all summer and the reasons for the freshman ruling are various. Fundamentally, however, the practice of giving reexaminations appears to work for laxer standards. Youths of college age are too prone to let up on hard term-time work—more or less unintentionally, perhaps—if there exists the refuge of the reexamination in the fall. Evidence came in from other colleges that originally permitted reexaminations but later gave them up, that standards of scholarship noticeably rose. Yale College does not give them, and the Sheffield Scientific School, after years of trial, has abolished them. Furthermore, experience shows that attempts to make worthy individual exceptions, other than for illness, are likely to end by opening up so many cases—since degrees of worthiness shade into one another like the colors of the spectrum—that it might be just as well to keep all open—and thus defeat the salutary effect achieved on scholarship.

"More or less in this connection reference may be made to the over-emphasis that students place on the importance of the February

or June examinations in determining the value of the term's work. Examinations are, of course, valuable in that they afford the student an opportunity for a bird's-eye review of his work. But most students—and some instructors—wholly over-rate their relative importance. It is daily regularity of work in study and class room that gives cumulative value to a course and the Faculty has accordingly voted that instructors should use every feasible means to inculcate the principle 'that it is only by regular and consistent work through the term that success may be achieved, and that the term examination serves simply as a bit of additional evidence, secondary in importance to that already secured in the day-by-day work of class room or laboratory, to guide the instructor in arriving at his final decisions.' Hereafter, therefore, on recommendation of a given department of study, a student may, because of unsatisfactory term-work, or excessive absence, whatever the cause, be refused permission to take the final term examination. The effect of these rulings will, I think be wholly beneficial. . . .

"This summer, for the first time, a circular letter will be sent to parents of incoming Freshmen, in which an attempt will be made to advise them in a wholly informal way of the situation in which their sons will find themselves here, and of various measures that parents may take to help make for successful college careers.

"From preparatory schools we request confidential statements as to character, habits, strengths, weaknesses, etc., of the Freshmen whom they send to Yale. One copy is kept in the student's folder, accessible to instructors; another is sent to his counselor; and a third placed in the Dean's private file. These comments, when freely made, help inestimably towards a sympathetic understanding of a student. We utilize them constantly and are often quite at a loss if by chance some school omits to send them in.

"*The New Quality Credit System.*—The quality credit grade is 75, and a grade of 75 in one hour of work for one year gives one quality credit. One hour's work for one term gives one-half a quality credit. In actual practice the term is the unit of time used in computation. A student must earn eighteen quality credits in order to graduate with his class in June. A student who fails to earn a quality credit in any term is under disqualification in the next term and his allowance of absence is reduced to five. A student who fails to obtain four and one-half quality credits by the end of his Sophomore year, or ten by the

end of his Junior year, will be required to withdraw from college. The new system is intended to insure a higher grade of work than a mere passing mark in a substantial proportion of college studies.

"The College rule determining the right to take more than fifteen hours of work in any term has been modified so that any student who has not failed in any course in the preceding term, may elect additional work to the extent of three hours."

Report of DEAN ANGIER, Yale University.

MEMBERSHIP

MEMBERS ELECTED

The Committee on Admissions announces the election of forty-three members, as follows:

Bucknell University, L. L. Rockwell; University of California, J. P. Bennett; Georgia School of Technology, J. L. Daniel; University of Kentucky, M. N. States; University of Louisville, A. P. Dustin, T. P. Martin; Mills College, C. L. Goodwin; Pennsylvania State College, H. H. Appledorn, R. U. Blasingame, Winfred W. Braman, E. M. Broderick, G. C. Chandlee, J. S. Cobb, Ella J. Day, F. C. Disque, G. H. Flamson, Ruth E. Graham, W. S. Hoffman, F. G. Merkle, R. E. Minshall, L. M. Morris, Louise B. Moss, C. R. Orton, L. O. Overholts, A. L. Patrick, F. R. Smith, Walter Thomas, H. W. Thurston Jr., Louise F. Turner, Sarah M. Wilson; University of Pittsburgh, Erle Fairfield, M. R. Gabbert, Alexander Lowy; Southern Methodist University, Harvie Branscomb, R. A. Hearon, J. H. McGinnis, C. M. Woodward, C. F. Zeek; University of Vermont, A. R. Gifford; Washington University, E. B. Conant, C. F. Hagenow; University of Washington, E. T. Bell; West Virginia University, C. W. Camp.

NOMINATIONS FOR MEMBERSHIP

The following ninety-four nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before June 1, 1923.

The Committee on Admission consists of Florence Bascom² (Bryn Mawr), Chairman, J. Q. Dealey (Brown), A. R. Hohlfeld (Wisconsin), A. L. Keith (South Dakota), G. H. Marx (Stanford), and F. C. Woodward (Chicago).

Kathryn T. Abbey (History), Hood
Earl A. Aldrich (English) U. S. Naval

¹ Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

² Present address: U. S. Geological Survey, Washington, D. C.

Erwin H. Barbour (Geology), Nebraska
Storrs B. Barrett (Astronomy), Chicago
Edson S. Bastin (Geology), Chicago
James Percy Baumberger (Physiology), Stanford
Albert A. Bennett (Mathematics), Texas
W. L. Bevan (European History), Delaware
A. W. Boetticher (Biology), Ohio (Athens)
William Kenneth Boyd (History), Trinity (N. C.)
W. R. Brackett (Physics), Kansas State
J. Harlen Bretz (Geology), Chicago
Frank E. Brown (Chemistry), Iowa State
Lillian O. Brown (Mathematics), Hood
Thomas J. Browne (Physical Education), Princeton
Charles Bulger (Modern Languages), Akron
Evelyn Butler (English), Butler
Harvey Carr (Psychology), Chicago
Virginia Carty (Music), Hood
Charles C. Colby (Geography), Chicago
Irving H. Cowdrey (Mechanical Engineering), Mass. Inst. Tech.
Ezra B. Crooks (Philosophy), Delaware
Henri C. E. David (Romance Languages), Chicago
Mary Elizabeth Decherd (Mathematics), Texas
Arthur Jeffrey Dempster (Physics), Chicago
Lester R. Dragstedt (Physiology), Chicago
Albert Sherman Eastman (Chemistry), Delaware
Ernest J. Eberling (Economics), Westminster
W. A. Felsing (Chemistry), Texas
Finley M. K. Foster (English), Delaware
Sidney L. Galpin (Geology), Iowa State
J. W. E. Glattfeld (Chemistry), Chicago
F. L. Griffin (Agriculture), California
Sidney Gunn (English), U. S. Naval
Evelyn G. Halliday (Home Economics), Chicago
M. L. Hanley (English), Texas
B. M. Harrison (Zoology), Iowa State
A. Eustace Hayden (Comparative Religion), Chicago
George A. Hedger (History), Cincinnati
Charles W. Hendel, Jr. (Philosophy), Princeton
Lewis D. Hill (Physics) Hunter

Goldie Printis Horton (Mathematics), Texas
F. F. Householder (Physics), Akron
Sheldon Jenckes Howe (History and Politics), Princeton
George W. Hunter (Biology), Knox
Charles R. Keyes (German), Cornell College
Forest A. Kingsbury (Psychology), Chicago
Richard D. Kleeman (Physics), Union
Lewis Knudson (Plant Physiology), Cornell
George A. Koerber (Electrical Engineering), Delaware
Harold L. Lang (Biology), Carnegie
Esmond R. Long (Pathology), Chicago
Ralph Haswell Lutz (History), Stanford
George L. Marsh (English), Chicago
Ernest G. Martin (Physiology), Stanford
Louis Melville Massey (Plant Physiology), Cornell
Fred H. McClain (Electrical Engineering), Iowa State
Thomas L. McJoynt (English), Akron
H. M. McLaughlin (Chemistry), Iowa State
Roderick S. Merrick (English), U. S. Naval
James Newton Michie (Mathematics), Texas
Peter G. Mode (Church History), Chicago
Richard F. Morgan (Mineralogy), Buffalo
Ralph Morris (English and History), Mass. Inst. Tech.
Henry C. Morrison (Education), Chicago
Eda Lord Murphy (Home Economics), Iowa State
Fred I. Myers (English), U. S. Naval
Ben H. Nicolet (Chemistry), Chicago
John F. Norton (Bacteriology), Chicago
Oscar E. Olin (Philosophy), Akron
J. E. Pearce (Anthropology), Texas
Robert S. Platt (Geography), Chicago
A. B. Plowman (Biology), Akron
Helen Price (Latin and Greek), Hood
E. W. Puttkammer (Law), Chicago
Perley Isaac Reed (English), West Virginia
W. L. Richardson (Education), Butler
E. S. Robinson (Psychology), Chicago
George H. Ryden (History), Delaware
Walter Sargent (Education), Chicago

- Arthur P. Scott (History), Chicago
Louis F. Snow (English), Chattanooga
F. Courtney Tarr (Modern Languages), Princeton
Alice Temple (Education), Chicago
Arthur G. Vestal (Physiology), Stanford
Jacob Viner (Political Economy), Chicago
W. D. Ward (Greek and Latin), Occidental
Anna F. Weaver (Greek), Butler
Albert M. Webb (Romance Languages), Trinity (N. C.)
Corinne Welling (English), Butler
W. A. Wilkinson (Education), Delaware
Elmer H. Willmarth (Engineering), Iowa State
Isaac M. Wright (Education), Muhlenburg.
B. B. Wroth (Chemistry), Georgia School of Technology